

# WHAT DOES IT MEAN TO BE COLLEGE AND CAREER READY?

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# ENORMITY OF THE CHALLENGE

- The larger goal of college and career readiness requires schools to enable *all students* to
  - master core content
  - develop key cognitive strategies
  - take ownership of their learning and become proficient with a range of learning strategies
  - acquire the privileged knowledge necessary to make a successful transition from secondary to postsecondary education.
- This is a lot to accomplish when most of the focus currently is on getting students to pass English and math tests.

# College readiness is a *CONTINUUM*

Not  
Ready

Partially Ready

Ready

# think:

*Problem Formulation  
Research  
Interpretation  
Communication  
Precision & Accuracy*

# know:

*Structure of Knowledge  
Challenge Level  
Value  
Attribution  
Effort*

**Key  
Cognitive  
Strategies**

**Key  
Content  
Knowledge**

**Key  
Transition  
Knowledge  
and Skills**

**Key  
Learning  
Skills and  
Techniques**

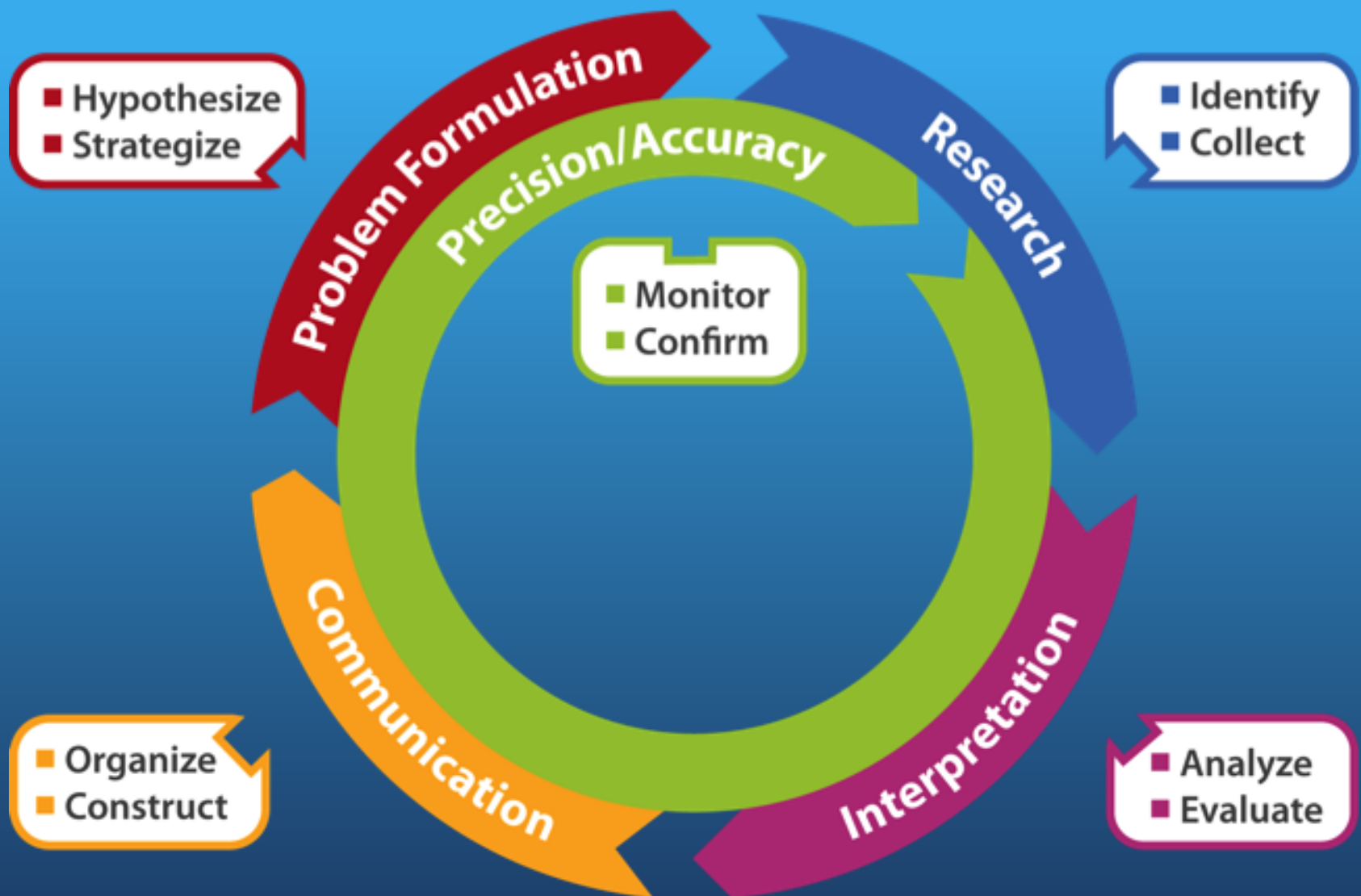
# go:

*Postsecondary Awareness  
Postsecondary Costs  
Matriculation  
Career Awareness  
Role and Identity  
Self-advocacy*

# act:

*Ownership of Learning  
Learning Techniques*

# THE KEY COGNITIVE STRATEGIES



# KEY CONTENT KNOWLEDGE: THE COMMON CORE STATE STANDARDS

- Are the CCSS an accurate statement of college and career readiness?
  - EPIC recruited ~2,000 postsecondary instructors in 25 different course areas to judge each standard on applicability and importance.
  - Courses included 14 commonly associated with general education requirements and 11 found in more career-oriented postsecondary programs.
- Instructors rated ELA/Language and Math standards overall as applicable and important.
- Almost all stated the CCSS were cognitively challenging.
- Comments were largely positive.
- Download report from: [www.epiconline.org](http://www.epiconline.org)

# KEY LEARNING SKILLS

## Ownership of Learning

### Know Yourself

- ***Be self-aware.*** Find out your interests, passions, skills, and ambitions.

### Set Goals

- ***Know what you need to achieve*** based on self-awareness.

### Be Motivated

- ***Have the mindset*** to achieve your goals.

### Persist

- ***Don't give up,*** especially when something does not come as easily to you.

### Monitor Performance

- ***Know how well you are really doing.*** Gauge your true skill level.

### Ask for Help

- ***Know when you are stuck, then get help.*** Don't view this as a weakness.

### Show Self-Efficacy

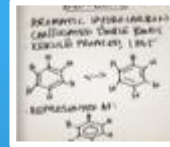
- ***Learn how to control the things you can control.*** Then, control them.

# KEY LEARNING TECHNIQUES



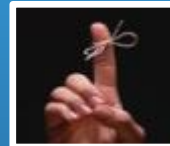
Manage Time

Take Notes



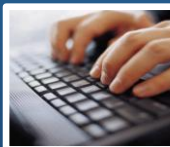
Study for Tests

Memorize



Read  
Strategically

Learn  
Collaboratively



Use Technology



# KEY TRANSITION KNOWLEDGE & SKILLS<sup>9</sup>



## **Postsecondary Awareness**

Postsecondary  
Aspiration

Postsecondary Norms  
& Culture



## **Postsecondary Costs**

Tuition Awareness

Financial Aid  
Awareness



## **Matriculation**

Postsecondary  
Eligibility

Admissions Procedures  
Program Selection



## **Career Awareness**

Career Options

Career Requirements

Career Readiness



## **Role & Identity**

Role Identity

Role Conflict

Role Models



## **Self-Advocacy**

Resource Acquisition

Institutional Advocacy

# DO'S AND DON'TS OF ALIGNING THE SYSTEMS

- DO...
  - create opportunities for secondary and postsecondary faculty to create common understanding of and meaning for the standards.
  - get secondary students more information earlier on their readiness in each of the four key areas.
  - collect and use a wider range of data, not just what is measured by fixed-format tests.
  - encourage and assess deeper learning and performance.
  - infuse the CCSS ELA/Language and math standards into multiple subject areas.
  - provide training to teachers on how to develop key cognitive strategies through more complex assignments.

# DO'S AND DON'TS OF ALIGNING THE SYSTEMS

- DON'T...
  - rely entirely on a cut score on a single English and math test for any high-stakes decisions for individual students.
  - assume all students need exactly the same knowledge and skills to be ready to succeed in the wide range of programs and majors available in postsecondary education.
  - create a distinction between the fundamental knowledge and skills needed for careers and for college.
  - forget that this is ultimately a human endeavor and that people need time to understand what is expected of them and to evolve their definition of college and career ready.

# College & Career Readiness

a comprehensive approach



**FOR MORE INFORMATION:**

[contact@epiconline.org](mailto:contact@epiconline.org)

<http://www.epiconline.org>



# What Does It Mean to Be College and Career Ready?

*Architecture for Implementing the Common Core Standards*

Febr**epic** 2012  
Educational Policy  
Improvement Center

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# Liberal Education & America's Promise



EXCELLENCE FOR EVERYONE AS A NATION GOES TO COLLEGE

**“A COLLABORATION BETWEEN EDUCATORS, STUDENTS,  
POLICYMAKERS, AND EMPLOYERS”**

**CAMPUS ACTION and ADVOCACY**



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# ***LEAP—like the Common Core Effort—Responds to New Reality: The World is Demanding More***

There is a demand for more **numbers** of college educated workers.

There is a demand for **engaged and informed citizens**, who are knowledgeable about themselves and the world around them

There is also a demand that those educated workers and citizens have higher levels of **learning and knowledge, and some new and different skills and abilities.**



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# ***Narrow Learning is Not Enough***

## ***The LEAP Essential Learning Outcomes***

- ***Knowledge of Human Cultures and the Physical and Natural World***

Focused on engagement with big questions, enduring and contemporary

- ***Intellectual and Practical Skills***

**Practiced** extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

- ***Personal and Social Responsibility***

**Anchored** through active involvement with diverse communities and real-world challenges

- ***Integrative Learning***

**Demonstrated** through the application of knowledge, skills, and responsibilities to new settings and complex problems



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# National Surveys of Employers on College Learning and Graduates' Work Readiness

*AAC&U commissioned Hart Research Associates (in 2006, 2007, and in late 2009) to interview employers (C-level suite executives and, in 2009 additional human resource professionals) whose companies report that hiring relatively large numbers of college graduates*

Findings are summarized in the following reports:

***How Should Colleges Prepare Students to Succeed in Today's Global Economy?*** (AAC&U, 2007)

***How Should Colleges Assess and Improve Student Learning? Employers' Views on the Accountability Challenge*** (AAC&U, 2008)

***Raising the Bar: Employers' Views on College Learning in the Wake of the Economic Downturn*** (AAC&U, 2010)

See: [www.aacu.org/leap/public\\_opinion\\_research](http://www.aacu.org/leap/public_opinion_research)



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# Raising The Bar

## *Employers' Views On College Learning In The Wake Of The Economic Downturn*

Key findings from survey among 302 employers  
Conducted October 27 – November 17, 2009  
*for*



*Association of American Colleges and Universities*

# ***Employers' Expectations of Employees Have Increased***

*% who agree with each statement*

Our company is asking employees to **take on more responsibilities** and to **use a broader set of skills** than in the past



Employees are expected to **work harder to coordinate with other departments** than in the past



The **challenges** employees face within our company are **more complex today** than they were in the past



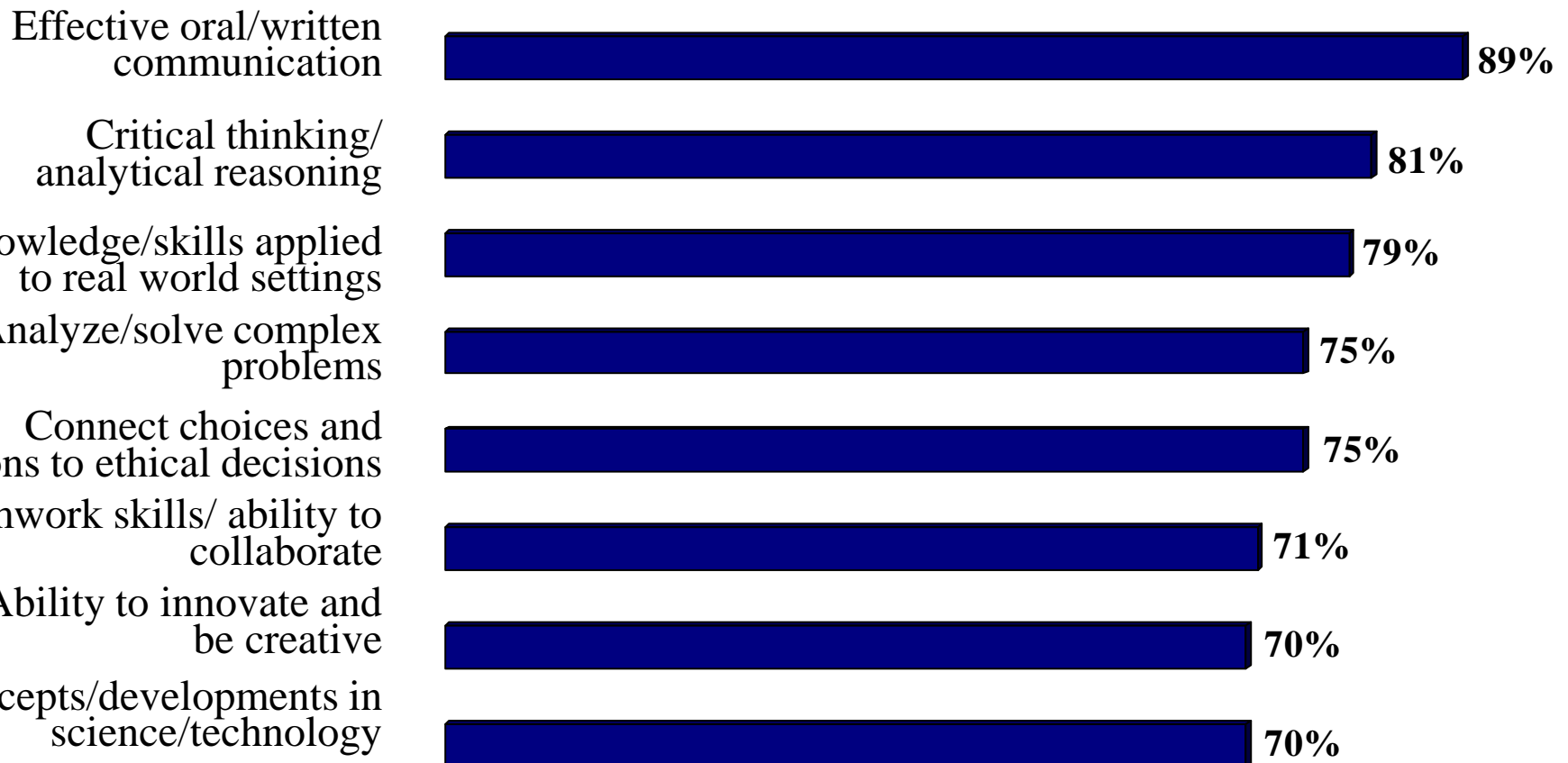
To succeed in our company, employees need **higher levels of learning and knowledge** today than they did in the past



# *Employers' Top Priorities For Student Learning Outcomes In College*



*% saying two- and four-year colleges should place MORE emphasis on helping students develop these skills, qualities, capabilities, knowledge*



# *Employers Evaluate College Graduates' Preparedness In Key Areas*

	Mean rating*	Very well prepared (8-10 ratings)*	Not well prepared (1-5 ratings)*
Teamwork	7.0	39%	17%
Ethical judgment	6.9	38%	19%
Intercultural skills	6.9	38%	19%
Social responsibility	6.7	35%	21%
Quantitative reasoning	6.7	32%	23%
Oral communication	6.6	30%	23%
Self-knowledge	6.5	28%	26%
Adaptability	6.3	24%	30%
Critical thinking	6.3	22%	31%
Writing	6.1	26%	37%
Self-direction	5.9	23%	42%
Global knowledge	5.7	18%	46%

\*ratings on 10-point scale: 10 = recent college graduates are extremely well prepared on each quality to succeed in entry level positions or be promoted/advance within the company

Source: *How Should Colleges Assess and Improve College Learning?* (AAC&U and Hart Research, 2008)

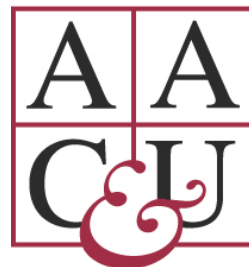


# AAC&U Members On Trends In Learning Outcomes, General Education, and Assessment

Key findings from online survey among 433 Chief Academic Officers and other academic leaders at AAC&U member institutions

Conducted November 19, 2008 – February 16, 2009

*for*

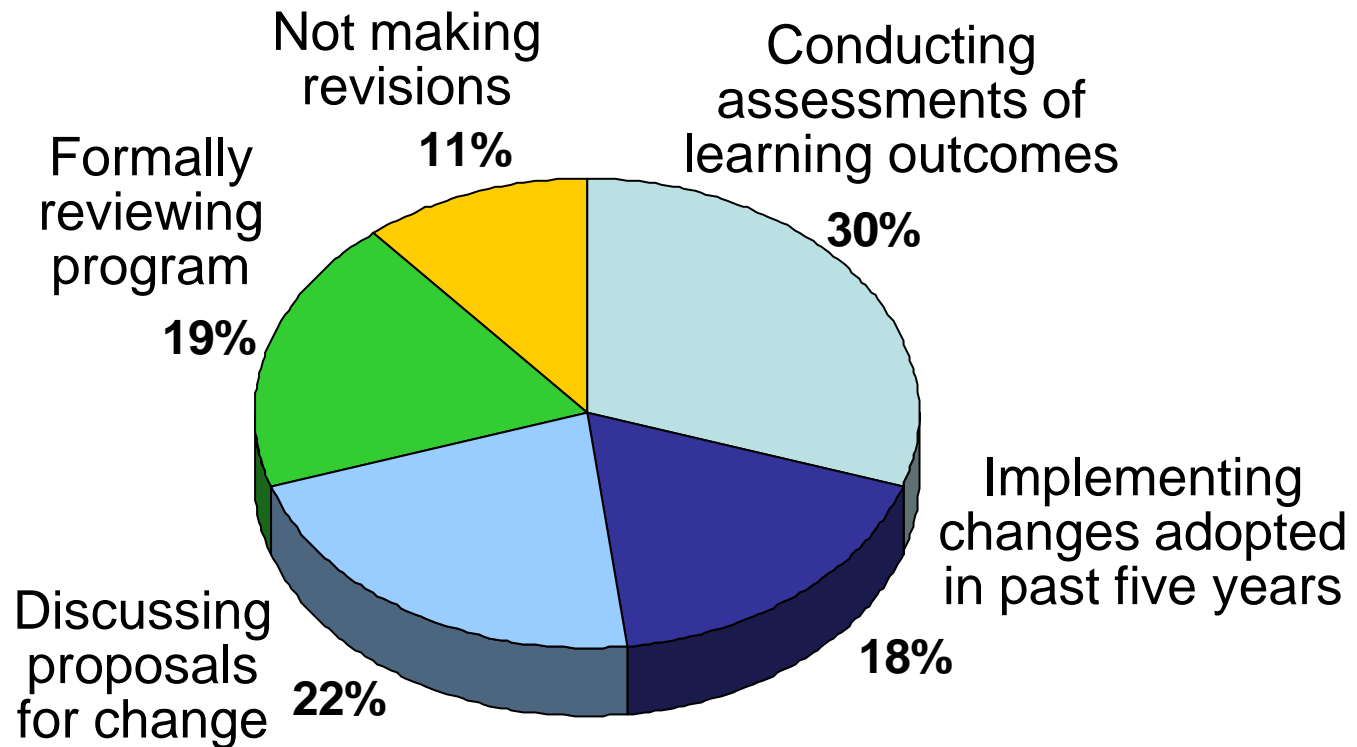


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Margin of sampling error  
 $\pm 4.7$  percentage points

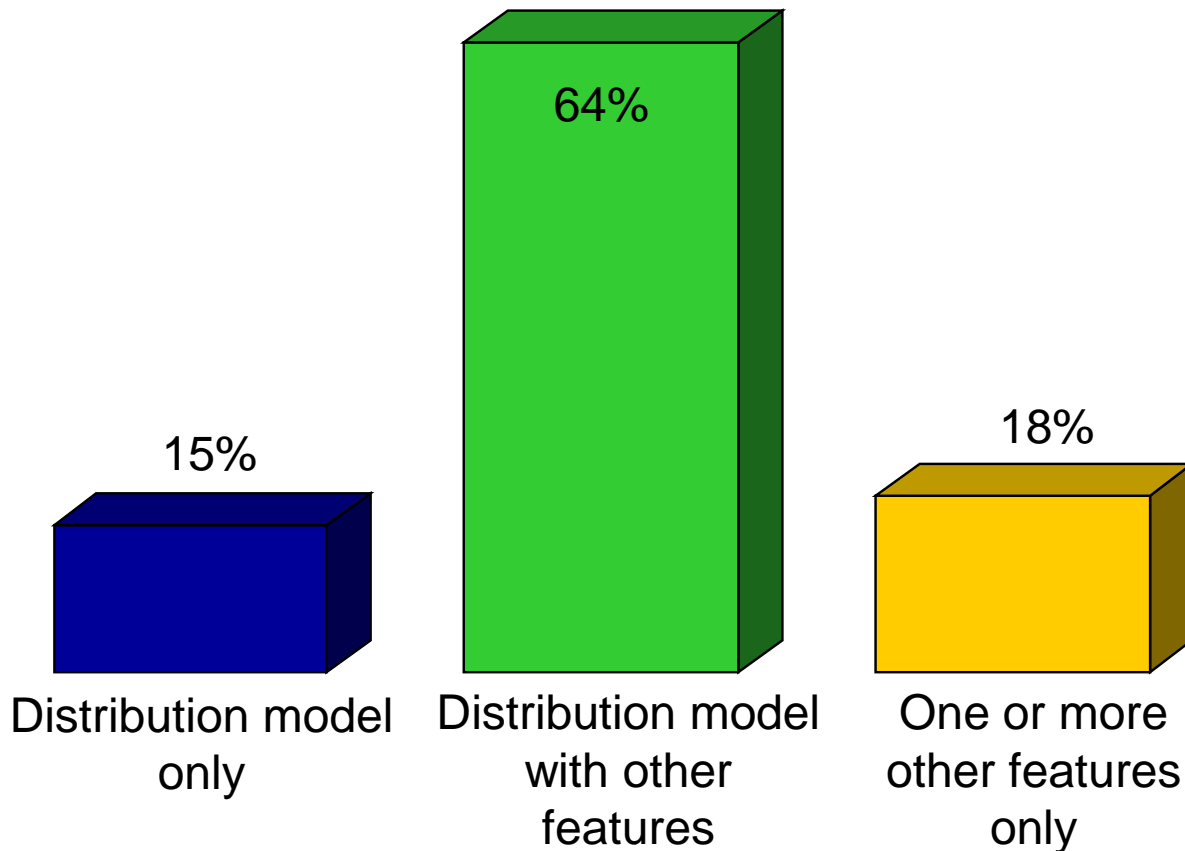
# A majority of institutions are in the process of assessing or modifying their general education program.

## Status of Institutions' General Education Program



# The majority of institutions uses a distribution model with additional integrative features.

*Which of these features are part of your institution's general education program?*



Other features:

Common intellectual experience

Thematic required courses

Upper-level requirements

Core curriculum

Learning communities



# *Implications for Common Core Implementation*

- Success post college graduation will depend on broader set of skills and abilities that must begin before college and extend beyond just ELA and Mathematics
- Integration, Inquiry, Innovative Capacities All Essential
- College curricula for which standards must prepare students are changing—more integration; more applied learning
- We mustn't assume that college is preparing students well for career readiness either. Standards need to increase across the spectrum.



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# *Implications for Common Core Implementation*

- The more the standards and assessment thereof focus on inquiry, research, analysis, reflection, and **integration of skills and knowledge**, the more support they will garner within higher education—and the better aligned they will be with where higher education is going, not where it has been.
- Assessments have to be aligned with these integrative and inquiry capacities, not just knowledge and skill acquisition.
- Data is needed about exactly what students are required to do, not just what scores they get on tests.



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# Assessments' Usefulness In Helping Employers Evaluate College Graduates' Potential

■ Very useful   ■ Fairly useful

Faculty supervisor's assessment of applicant's student internship/ community-based project applying college learning in real-world setting



Sample of applicant's student senior project and overview of faculty assessment of the project



Electronic portfolio of applicant's college work, including accomplishments in key skill areas and faculty assessments



Applicant's score on essay test to evaluate level of problem-solving, writing, and analytical-thinking skills



Applicant college's score showing how the college compares to others in advancing students' critical-thinking skills



Applicant's score on multiple-choice test of general content knowledge



Source: *How Should Colleges Assess and Improve College Learning?* (AAC&U and Hart Research, 2008)

# Where is the Higher Education Dialogue Today?— Potential Roadblocks, Opportunities, Bridges to be Built?

- Focus on cost, completion, efficiency, is destructively pulling attention away from quality, 21<sup>st</sup> century standards and outcomes, and high-impact practices.
- Student course-taking patterns working against integration and purposeful pathways.
- Roadmaps exist, but only certain students getting what they need.



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# Where is Higher Education Dialogue?— Potential Roadblocks, Opportunities, Bridges to be Built?

- Emerging new focus on integrative, inquiry-based, civic-minded, applied curricula
- Emerging attention to more sophisticated forms of assessing, documenting, tracking demonstrated achievement (e.g. common rubrics, e-portfolios)
- Clear connections between higher education priorities (outcomes, practices) and standards (e.g. focus on research projects, information literacy, analysis, reflection, research, sustained writing)



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## The Degree Qualifications Profile

*Defining degrees: A new direction for American higher education to be tested and developed in partnership with faculty, students, leaders and stakeholders*



# *Lumina Degree Profile*

- **Provides a Template of Competencies Required for the Award of Degrees (AA, BA, MA levels)**
- **Focused on demonstration of achievement at key moments across educational career (makes it ripe for alignment with Common Core Standards)**
- **Shifts attention to what students actually do—research, projects, papers, performances, creative work**



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